School plan 2015 – 2017

Borenore Public School 3504

STRATEGIC DIRECTION 1

STRATEGIC DIRECTION 2

STRATEGIC DIRECTION 3
### School vision statement

At Borenore Public School, we create a dynamic educational and inclusive environment where individuals students are successful in reaching their full potential, are confident and creative lifelong learners and productive citizens within the broader community.

### School context

Borenore Public School is a unique small school situated fifteen kilometres west of the city of Orange in an agricultural area. The school was established in 1878 with the assistance of the community and this sense of community ownership remains today throughout the Borenore community. The school community is proud of how the school has grown and the excellent amenities available to students.

The school has established a reputation for providing quality education across all curriculum areas catering for the individual needs of all students. Specialist programs include Robotics, French and Gifted & Talented. The current enrolment is 45 students from Kindergarten to Year Six taught in two multi-age classrooms.

With strong and supportive parent involvement, experienced and dedicated staff, Borenore offers a wealth of educational opportunities for all students in a happy, safe and disciplined environment.

### School planning process

In planning a shared vision and future directions for the school the following steps were taken. In 2014 the school surveyed and consulted with parents, students and teachers about the school in terms of the programs and initiatives the school does well and should continue to do, programs or initiatives that should be changed and anything that could be implemented in the future.
**Purpose:**
- To ensure student outcomes are achieved in all curriculum areas.
- To ensure teachers are supported in their efforts to develop additional skills and achieve personal growth for the benefit of student outcomes.
- To prepare students for future life by building skills to enhance social and emotional wellbeing.

**Purpose:**
- To develop staff confidence and skills when using new operating systems LMBR, SAP, Oliver and SALM.
- To develop individual professional learning plans with staff so they meet professional standards, their own learning needs and the learning needs of their students.
- To value and support the well-being of high quality staff and quality teachers.

**Purpose:**
- To ensure the school continues to provide excellent student opportunities for the future retention and growth of the school.
- To work in partnership with the parents to ensure future directions of the school are aligned to student learning needs.
- To enhance and facilitate engagement and communication across the school community.
Strategic Direction 1: To deliver best practice student-centred learning through quality teaching programs to ensure students are achieving at their highest level of learning.

**Purpose**

Why do we need this particular strategic direction and why is it important?

- To ensure student outcomes are achieved in all curriculum areas.
- To ensure teachers are supported in their efforts to develop additional skills and achieve personal growth for the benefit of student outcomes.
- To prepare students for future life by building skills to enhance social and emotional wellbeing.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Will be engaged with teaching and learning programs that are meaningful and successful.
- Will be confident, active participants in learning to enhance success and positive self-esteem and well-being.

**Staff:**
- Staff will be engaged with professional learning linked to the NSW/National curriculum that will increase their skills in differentiated learning including meeting the needs of gifted and talented students and specific learning needs.
- Will continue to provide quality teacher and learning programs to meet the needs of every student.

**Parents/Community:**
- Parents and teachers will work together to increase understanding of programs within the school and to assist with home reading programs and homework activities.

**Collegial Networks:**
- Continued development through OSSA and Pre 2 to enhance and support professional learning and programming for the new National Curriculum.

**Leadership:**
- Leading improvement, innovation and change.

**Processes**

How do we do it and how will we know?

**Students:**
- Provide students with a variety of opportunities to strive and achieve their personal best in English, Maths, History Creative Arts, PD,H,PE Science and technology curriculum areas.

**Staff:**
- Lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and changes.

**Evaluation Plan**
- Teachers regularly analyse student testing results, SMART data and student engagement to inform classroom practice and delivery of lessons.
- Student progression monitored
- Completion of programs that align with the National Australian Curriculum.

**Products and Practices**

What is achieved and how do we measure?

**Products**
- New curriculums successfully introduced into teaching programs.
- Regular and ongoing monitoring and tracking of student data through PLAN, school based assessment and Naplan results.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**
- Classroom teachers and the Learning and Support Teacher conduct regular student assessments based on the Borenore PS Assessment Framework.
- Classroom teachers and Learning and Support Teacher meet on a regular basis to analyse student assessment data.
- Differentiated curriculum and programs provided to cater for individual student needs in multi-stage classrooms.

**Improvement Measures**

- All students achieving above the national level in all areas of numeracy.
- All students achieving above national level in all areas of literacy.
- All teachers using PLAN
- Individual programs for students

- Teachers regularly analyse student testing results, SMART data and student engagement to inform classroom practice and delivery of lessons.
- Student progression monitored
- Completion of programs that align with the National Australian Curriculum.

- Teacher professional development aligned to the need to cater for students in a multi staged classroom.
- Tell Them From Me Survey information from students.
### Strategic Direction 2: To engage staff in professional learning to ensure student outcomes are achieved and the implementation of new Departmental policies, systems and practices is smooth

#### Purpose

**Why do we need this particular strategic direction and why is it important?**
- To develop staff confidence and skills when using new operating systems LMBR, SAP, Oliver, SALM and PLAN.
- To develop individual professional learning plans with staff so they meet professional standards, their own learning needs and the learning needs of their students.
- To value and support the well-being of high quality staff and quality teachers.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students**
Engage students with teaching and learning programs that are aligned to the NSW Australian Curriculum.

**Staff**
Staff meet the standards of the NSW Performance and Development framework.
Staff will be involved in the quality teaching that reflects the outcomes of the NSW/NSW Australian Curriculums.

**Parents/Community**
Parents are informed via the newsletter, website and the school Facebook page of school planning and the implementation dates of the Australian Curriculum.

**Collegial Networks**
Staff will access and share professional learning and professional development and network meetings with OSSA and Pre2.

**Leadership**
Knowledge and skills will be shared amongst staff allowing leadership opportunities for staff development.

#### Processes

**How do we do it and how will we know?**

**Students**
Student individual learning plans will reflect the identified needs of students.
Students learning will be tracked on PLAN.

**Staff**
Completion of the Performance and Development Framework.
Allocation of funds for professional learning will be linked to the strategic directions identified in the school plan.

All staff trained in and using the new operating systems.

**Evaluation Plan**
Staff will produce quality teaching programs.
Student learning will be assessed according to the Borenore Assessment Framework, PLAN and teacher observations.

**Tell Them From Me Survey**
Information from staff.

#### Improvement Measures

- Teachers achieving accreditation standards
- Participation of all staff in appropriate Pre2 professional learning
- Teachers will have implemented History, Science, English and Maths curriculums to inspire student learning.
- New operating systems and technology are being utilized

#### Products and Practices

**What is achieved and how do we measure?**

**Products**
Teachers will be 100% successful in reaching accreditation standards.
Staff are supported by each other and networks in their learning.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**
Teachers will be proficient using the new operating systems and this is evident in their work.

Celebrate the success of students and staff in communication with parents and the community.
# Strategic Direction 3: To enhance and build community partnerships and engagement with students, staff and parents.

## Purpose

**Why do we need this particular strategic direction and why is it important?**

- To ensure the school continues to provide excellent student opportunities for the future growth of the school.
- To work in partnership with the parent s to ensure future directions of the school are aligned to student learning needs.
- To enhance and facilitate engagement and communication across the school community.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students**

Ensure that student experiences and learning at school is catering for their needs and they are happy, valued and have a sense of belonging.

**Staff**

- To effectively communicate on all levels with the school community.
- Ensure all communication channels are current.
- Student achievements and success are reported to parents through both formal and informal reporting.
- Review with parents regularly what they want for the child/children.
- Work closely with the Parents and the P&C Executive to ensure that everyone is working towards the strategic directions of the school.

**Parents/Community**

- Parents are involved in the school planning process and have an understanding of the direction of the school and current departmental policies that may affect the school.
- Parents feel valued and have a sense of belonging in the school community.

## Processes

**How do we do it and how will we know?**

**Students**

- To continue to publish student success.
- Students to access and participate in community events.

**Staff**

- To further develop special events and invite parent and community attendance and involvement, to assist with and support learning.
- To further access and utilise community events to extend student learning in extra-curricula activities.
- Further develop connections with the wider school community.
- Drawing on the skills and knowledge of the parents and the wider community to extend the life experiences of the students.

**Leadership**

- Strengthen relationships and connections with local community group leaders.

**Evaluation Plan**

- Tell Them From Me Survey information from parents.

- Attendance and involvement in school activities, performances and P&C meetings and activities.

## Products and Practices

**What is achieved and how do we measure?**

**Products**

- Increased retention rates of school enrolments.
- Increased parent participation at school events.
- Further promotion of the student and parent successes in the wider community.
- Increased participation in wider community events.
- Increased number of parents involved in extending the life experiences of children.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

- Parents and community members will be involved in an increasing number of school activities including planning, running programs and supporting learning.

- Celebrate the success of students and staff in communications with parents and the community.

- Continued participation and involvement in annual community events for example Orange Apple Festival, Orange and Cudal Show, for exposure and promotion of the school activities.

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**Improvement Measures**

- All school staff involved in activities in the wider community
- Maintaining of and increasing enrolment

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